



# **TREASURE VALLEY'S EDUCATION PARTNERSHIP**

## **Listening to Students: Using High School Senior Exit Survey Data to Improve Our Work**

**September 18, 2019**

**12 to 5 pm**

**West Ada School District Service Center Auditorium**

**Create a world-class education system in the Treasure Valley that ensures the success of every child, every step of the way, from cradle to career.**



**Improving Education Outcomes**  
from cradle to career



**Engaging Local Stakeholders**  
across multiple sectors



**Providing Data-driven Solutions**  
that are proven and sustainable



**Making a Collective Impact**  
through true partnership



**Advancing Equity**  
so every child is successful

**You are the *local stakeholders* brought together today to *make a collective impact* using *data* from the Senior Exit Survey to *improve education outcomes* for the Treasure Valley and beyond.**

**The purpose of this presentation is to highlight:**



- Key 2019 findings**
- Key longitudinal findings**
- Key changes to the 2019 survey instrument**

**-----**

**Entire aggregate report will be distributed immediately following these remarks.**



## **Today's presenters**

**Jean Henscheid, Ph.D.**

**Workforce Training and Education Policy Analyst and Principal Investigator, Workforce  
Development Council RISE Data Outreach Grant**

**Matt Vaartstra, Ph.D.**

**Assistant Director for Internships and Employer Relations  
University of Idaho Career Services  
and RISE Beyond High School Co-Chair**

**Christie Fuller, Ph.D.**

**Assistant Professor, Information Technology and Supply Chain Management  
Boise State University College of Business and Economics**



**Today's sponsor:  
RISE, Treasure  
Valley's Education  
Partnership**

## **With support from the Idaho Workforce Development Council**

**The WDC's outreach grants are intended to increase public awareness of and access to career education and training opportunities.**



**SES findings inform individual school and district decision-making.**

**They are not used to rank or compare.**



**Data collected from April 4 to May 24, 2019 at  
Southern Idaho Conference high schools, plus  
Bishop Kelly, minus West Ada.**

**90% overall response rate**



## **Districts participating in the 2019 SES**

**Boise  
Caldwell  
Emmett  
Kuna**

**Middleton  
Mountain Home  
Nampa  
Vallivue**

**& Bishop Kelly High School**

**2019 total respondents  
(N=4301)**

**2017 (N=3549), 2018 (N=3698)**

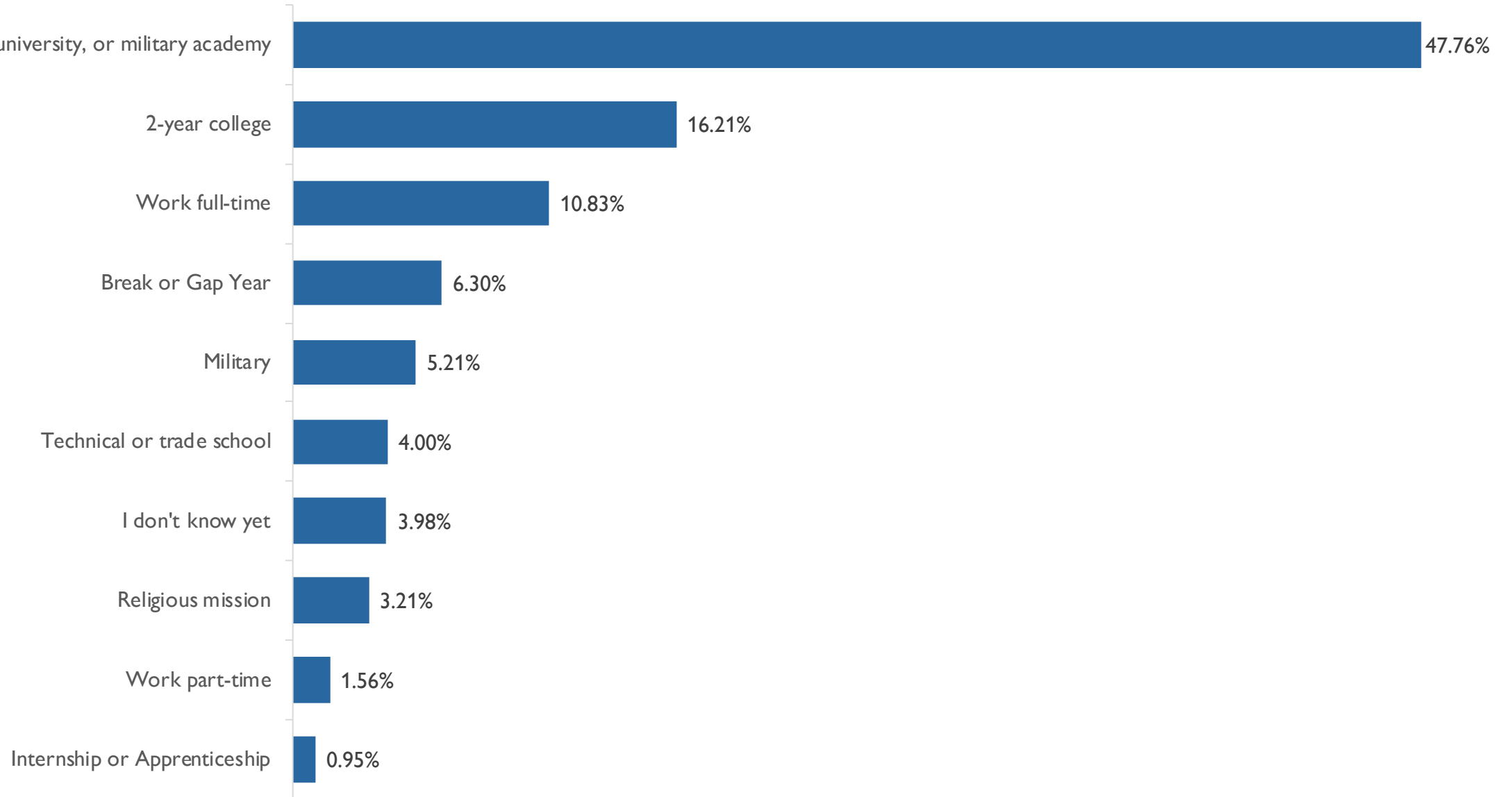
**What do students  
plan to do in the  
fall after high  
school graduation?**



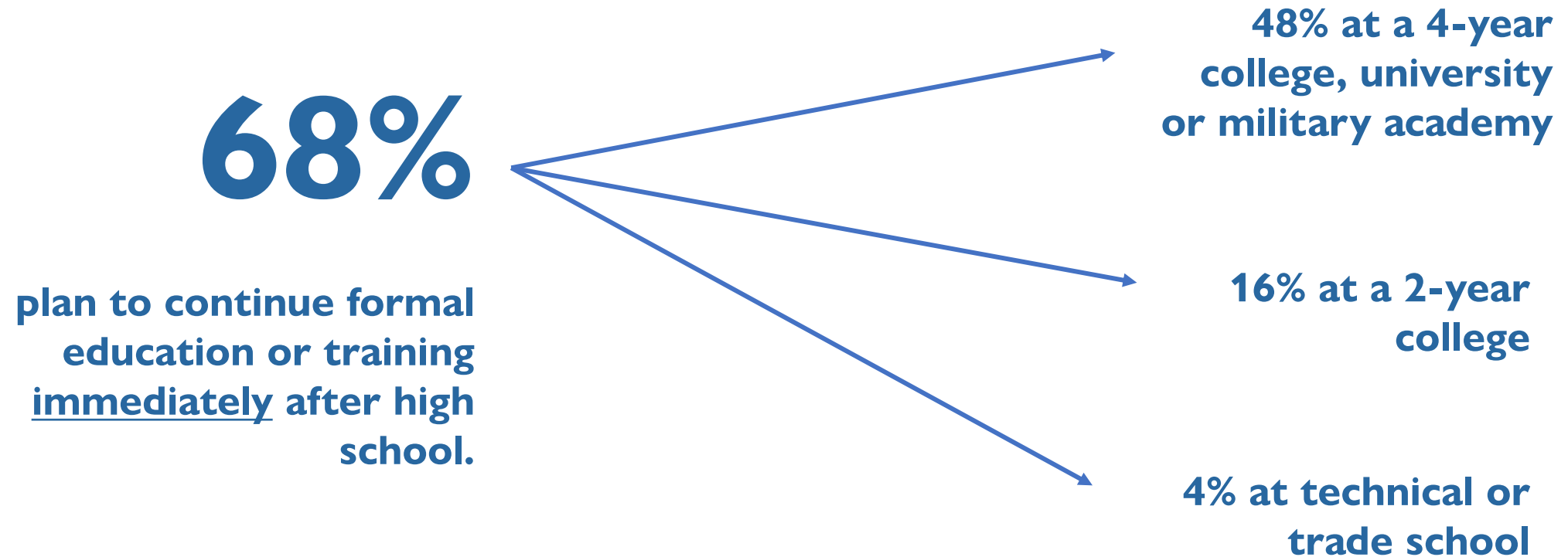


# Choose the option that describes your #1 Priority.

N=4301



# RISE Senior Exit Survey respondents' “go on” aspirations





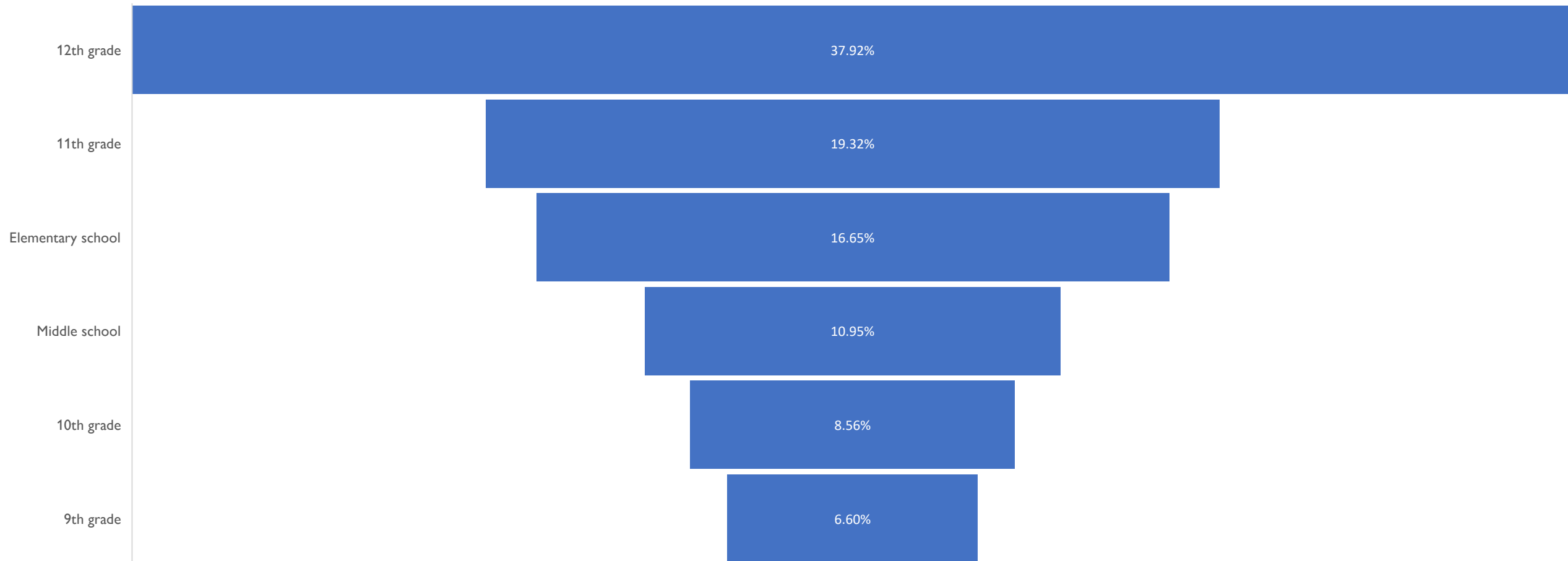
## Question

**Are the reports true  
that students decide  
what they're going to do  
after high school as  
middle schoolers or even  
earlier?**

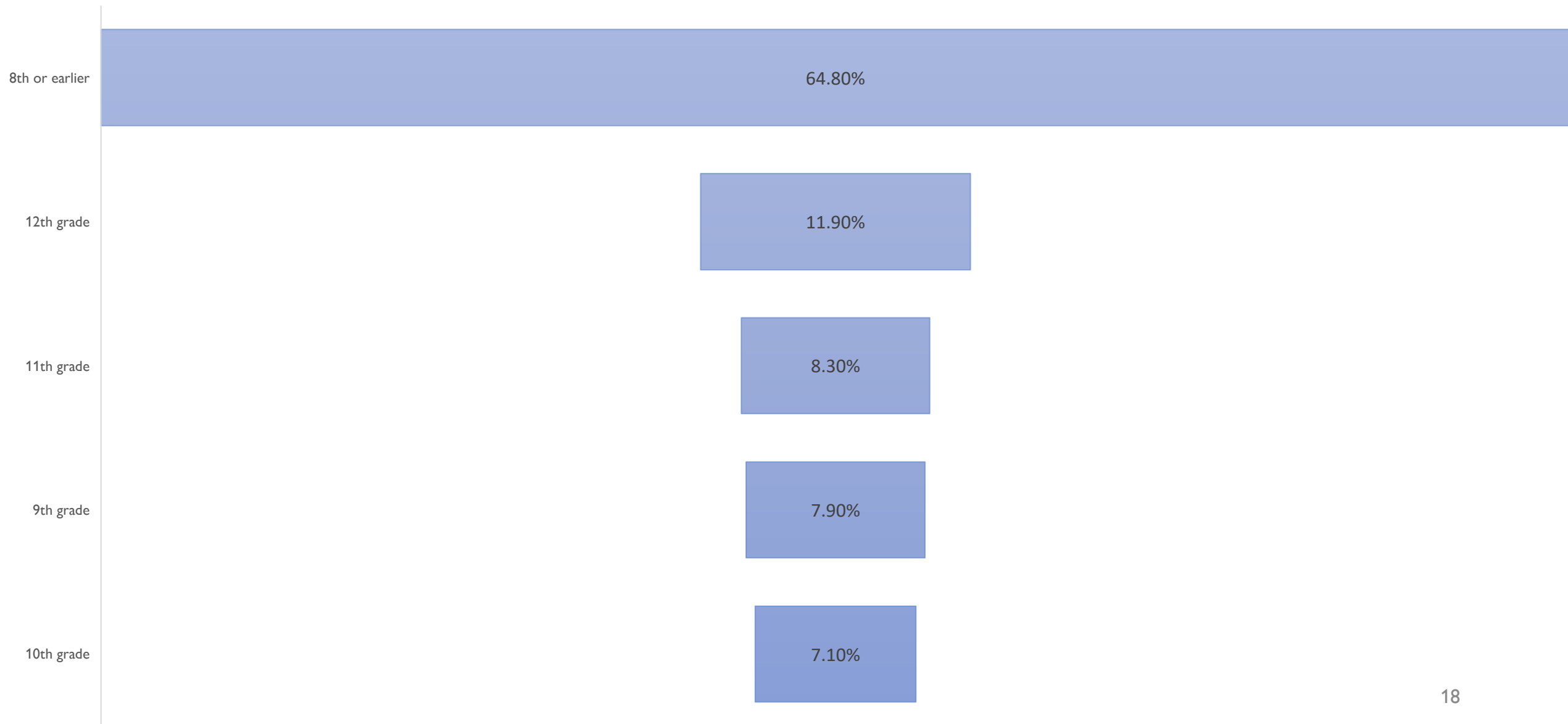


**Instrument  
changes limit  
comparability**

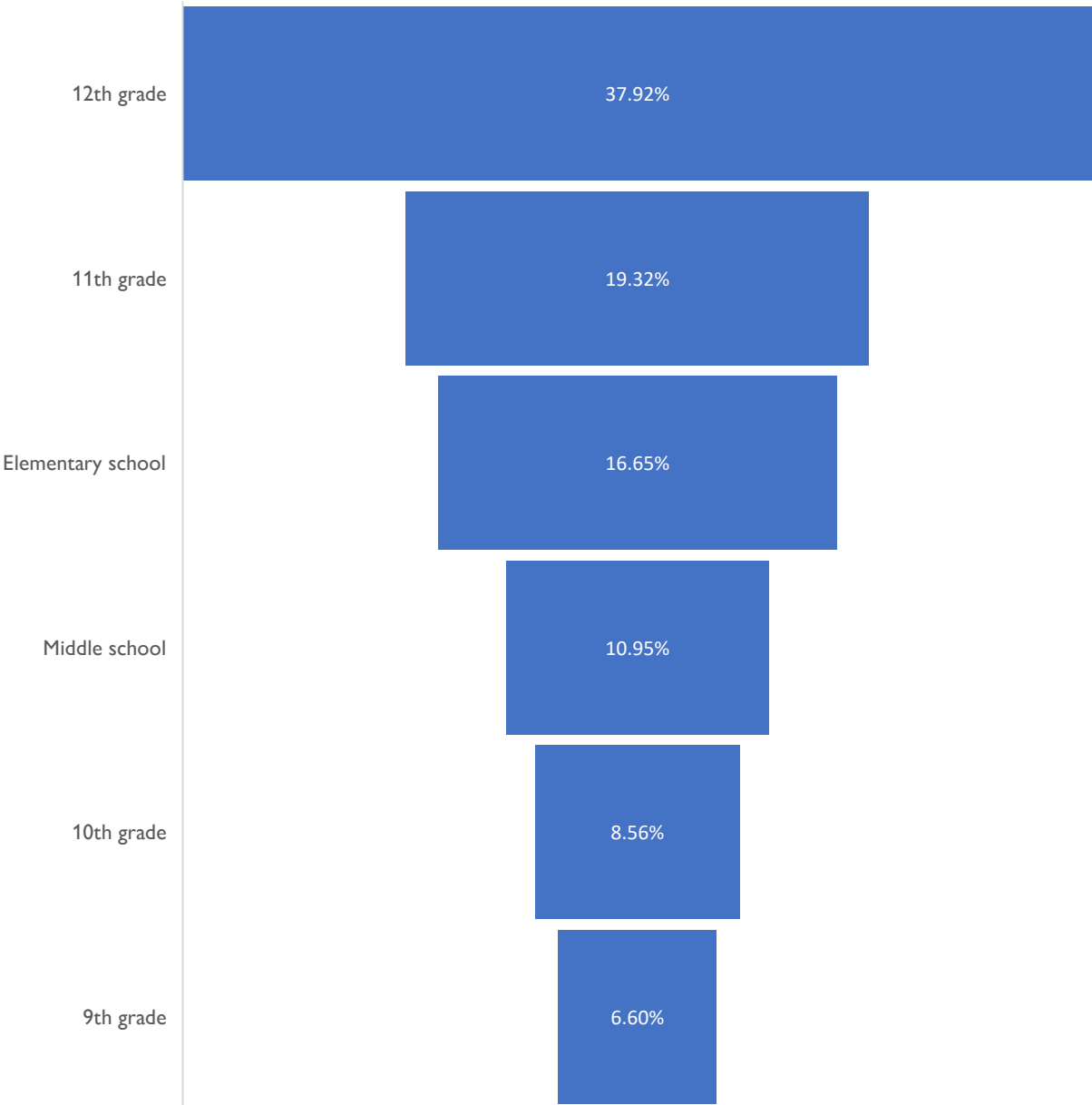
## When did you decide what you were going to do after high school (asked of all respondents in 2019) N=4301



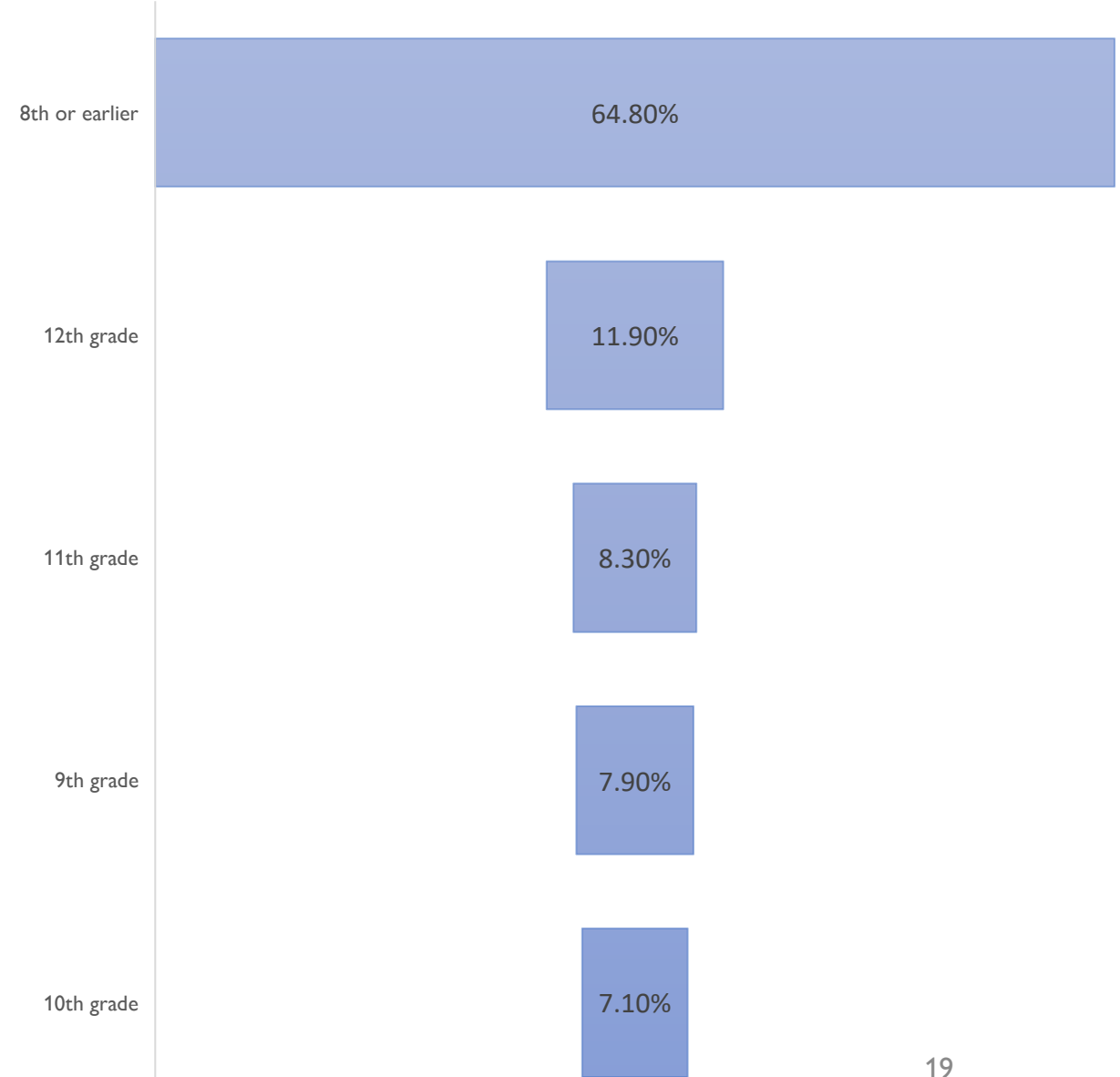
# When did you decide you were going to continue your education after high school? (asked of those planning to "go on" prior to 2019) 2018 results



**When did you decide what you were going to do  
after high school  
(2019 results)**



**When did you decide you were going to  
continue your education after high school?  
(2018 results)**



# Impact of Direct Admissions and Apply Idaho?

**88% reported that they had been accepted to a college, university, or technical/trade school.**







## Question

**What, besides admission and application, are Idaho colleges and universities using as a quality indicator of intent to enroll?**



**Instrument  
changes limit  
comparability**

## **FAFSA “easy” for the majority**

**76% of students reported that they or their parents had submitted a FAFSA.**

**61% said they had no problems completing it.\***

**\*New option for 2019. Responses may be for initial FAFSA application only.**

## **Some reasons why they don't complete FAFSA**

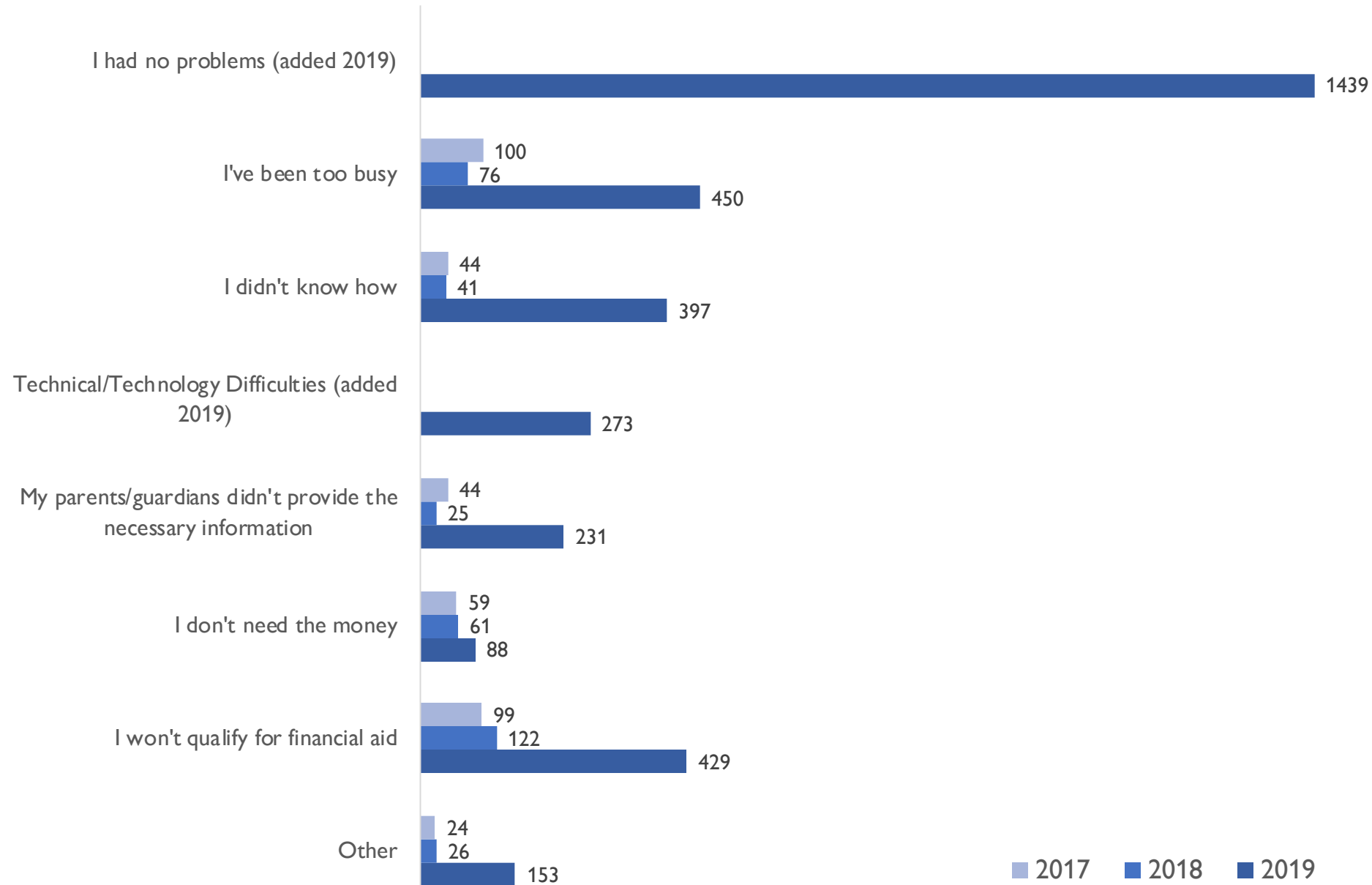
**10% said their parents didn't provide the necessary information.**

**4% said they don't need the money.**

# Did you have any difficulty or barriers to completing the FAFSA?

## Check all that apply

### Wording and skip logic changed from 2018 to 2019



# Money matters most!



## Fear of debt



**Not wanting to take on debt is the most important factor for students as they decide what to do after high school.**

## Fear of debt

**60% of students do not plan to take out a loan to pay for college.**





## **Need for scholarship literacy?**

**Although  
81% of students plan to pay for college with  
scholarships...**

**...a quarter reported that they had not applied  
for any scholarships.**

## **Need for scholarship literacy?**

**An additional 30% of  
students reported that  
they had applied for  
just 1 or 2 scholarships**

## Fear of debt



**70% of students plan  
to work full- or  
part-time during  
college.**

# **Influencers and helpers**

## **Who influences and who helps?**

**Students are most influenced by family, friends, and teachers in making plans for life after high school.**

**Students were most likely to say that counselors were very helpful as they made these plans.**

## **Most helpful services**

- **Counselors**
- **Guided college tours**
- **College representatives**
- **Support completing FAFSA and during College Application Week**
- **Special population support (i.e., TRIO, Gear Up, AVID)**

**Overall, an adult in a sustained, supportive relationship with a student is the most helpful resource for planning life after high school.**

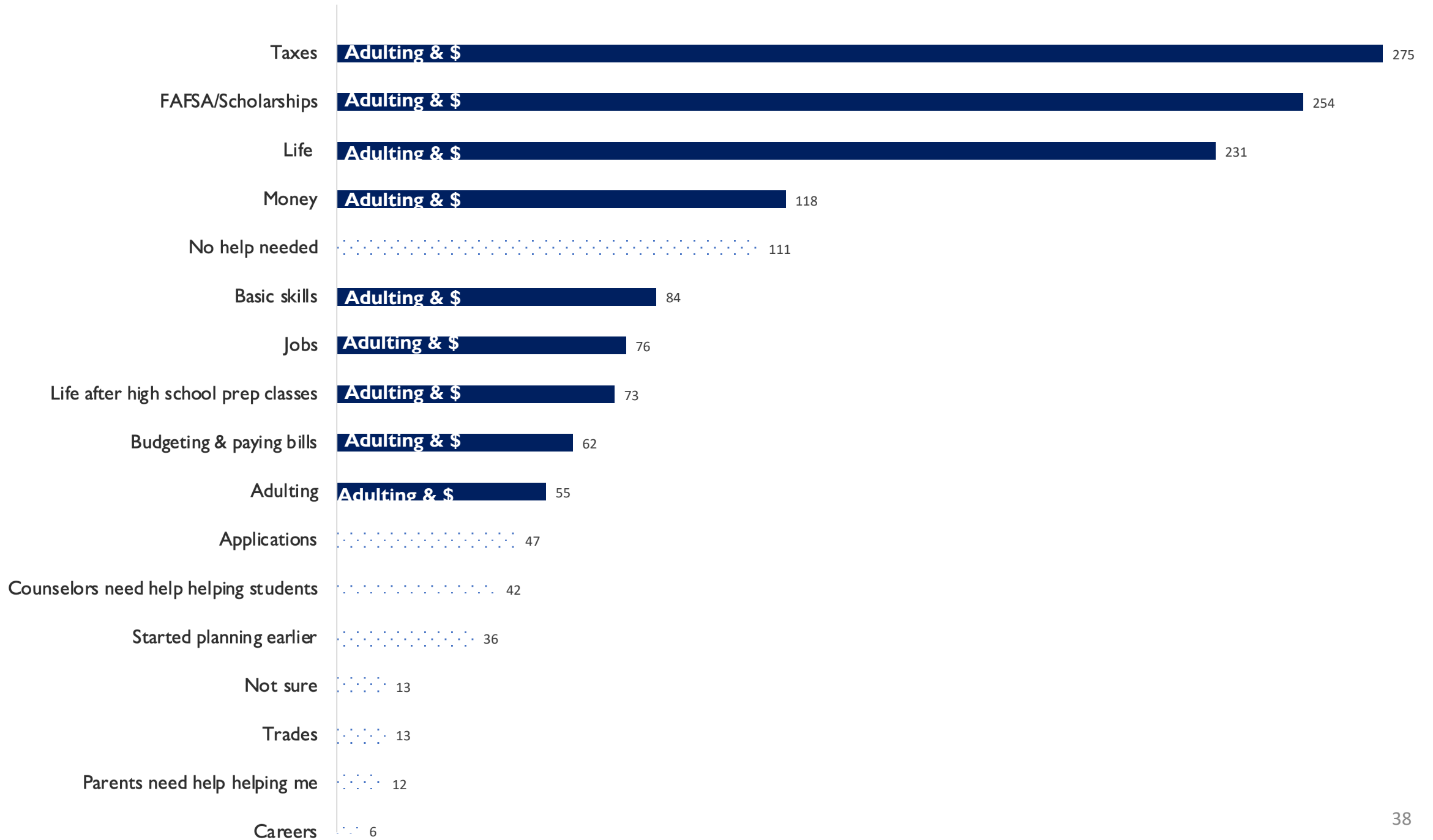


# **What worries high school seniors?**



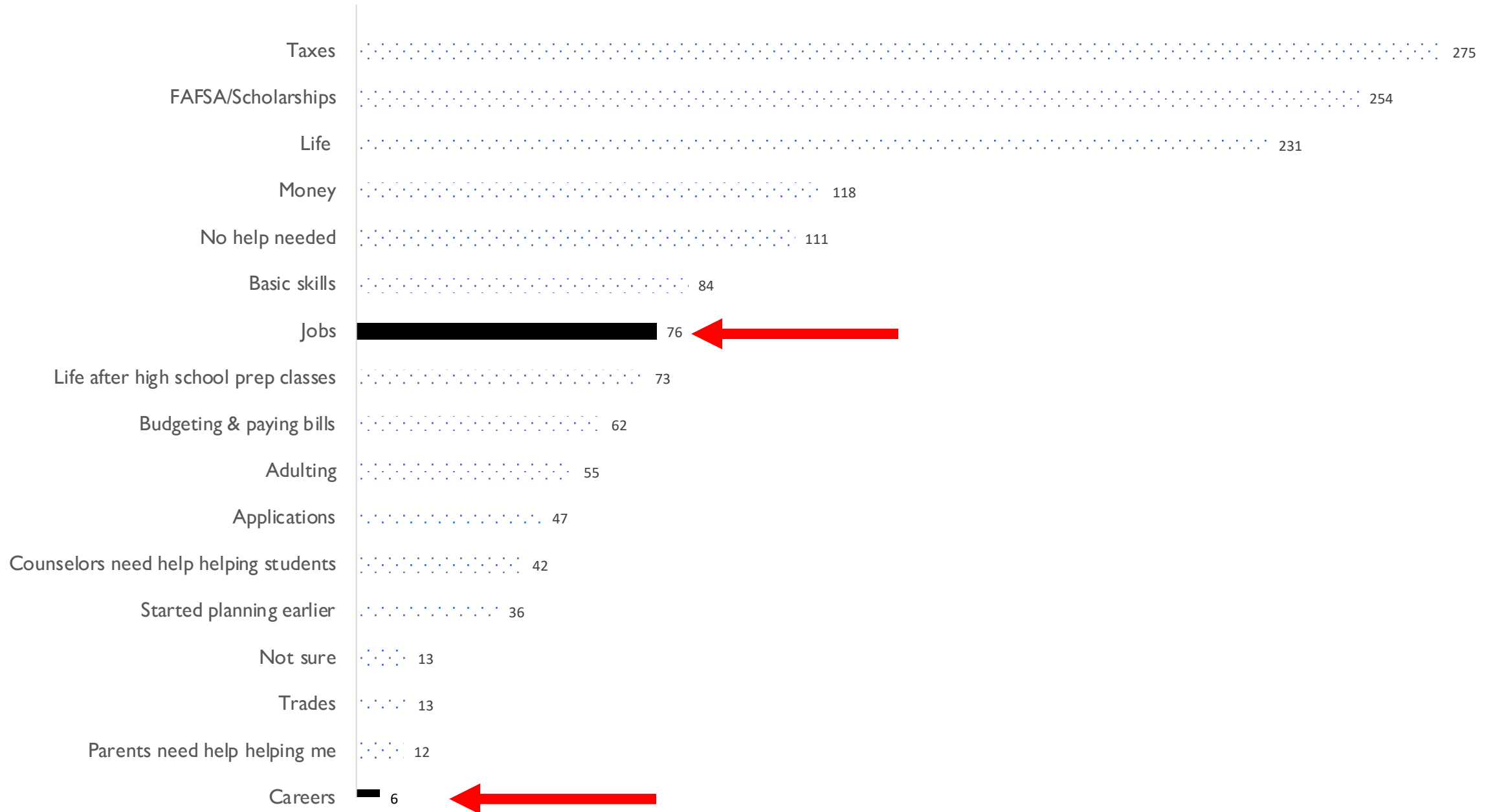
**Nine of the top ten issues seniors would like additional help with are immediate and related to money and “adulting.”**





## Getting a job versus seeking a career





## Question

**When we ask students about their “career” choice, what does that mean to them?**



## Question

**Besides adding a new class,  
what more can we do to help  
students plan their finances  
and practice “adulting”?**

# The Bottom Line

**What high school seniors say they need**

**...to learn how to  
“adult,” be financially  
secure, and find a job  
they like.**

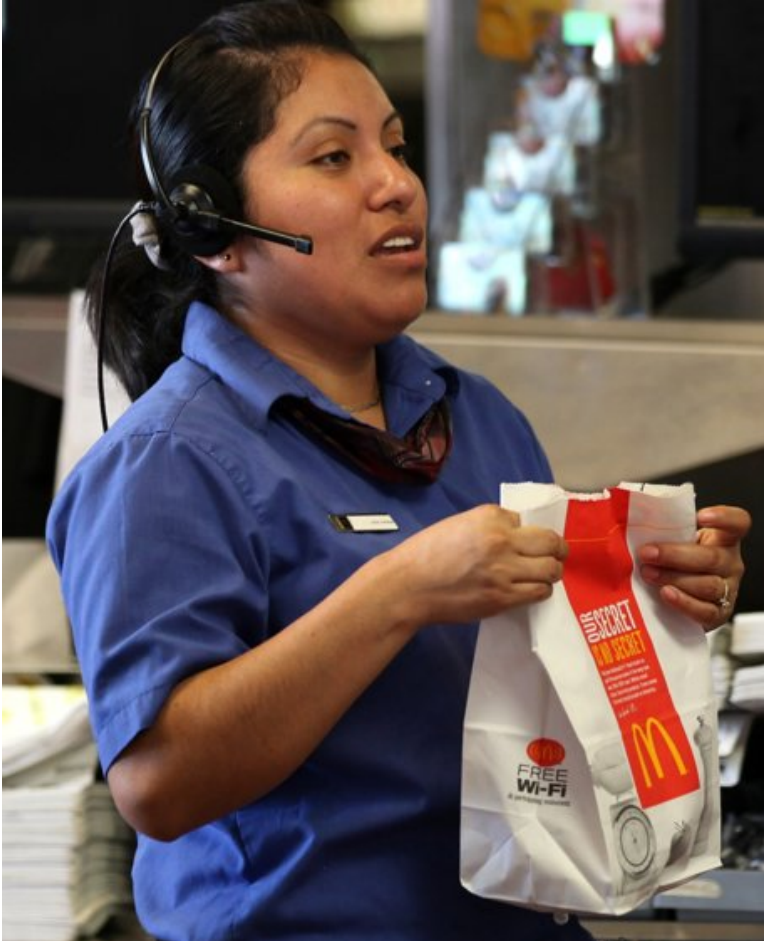
**adulting**

[ad-uhlt-ing] *noun.*

The practice of behaving in a way characteristic of a responsible adult, especially the accomplishment of mundane but necessary tasks.



# **What students are doing to prepare for life after high school**



## **More students are...**

- **working part time**
- **taking dual credit or advanced placement courses**

## **than they are involved in:**

- **leadership opportunities**
- **clubs and sports, and**
- **internships or apprenticeships.**

## Data Informed Decision-Making

- ✓ "Why are we doing what we're doing?"
- ✓ What data do we use to answer that question?
- ✓ How do we make effective change?
- ✓ How do we know the change is effective?
- ✓ Are we collecting data we don't use to inform our work? If so, why?

## Group Breakouts

- ☐ Discuss the data
  - ☐ How do you feel about it?
  - ☐ What observations did you make?
- ☐ Review the prompt questions and pick one that speaks to the group
- ☐ Spend 10-20 minutes brainstorming ideas to address the question
- ☐ Share your ideas as a group and collect the unique ideas on the white Post-Its
- ☐ Decide on ideas you can TAKE ACTION on and commit using the postcards
- ☐ Repeat the process for other prompt questions